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EXTENSION SERVICE

REVIEW

CONSUMER EDUCATION

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MAY 20 1963

CURRENT SERIAL RECORDS

Buymanship

**Credit
Information**

Fabrics

Home Planning

Furnishings

The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EXTENSION SERVICE REVIEW

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EDITORIAL

For the past six months I've had a subscription to a moderately-sized city daily paper in a State a thousand miles or so from where I live. One thing that has impressed me is the number of meaningful stories that paper carries on county and State Extension work. This is just one example of how mass media, including the daily and weekly press, the farm press, radio, television, trade publications, and other periodicals are helping to disseminate information on agriculture home economics, and related fields.

In addition to its mass media, America is also fortunate in its wealth of professional journals. A newcomer to this field is the *Journal of Cooperative Extension*, whose Volume 1, Number 1 came off the press this spring. The quarterly is published by Extension Journal, Inc., and edited at the National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, Wisconsin. It is another strong indicator that Extension education is a distinctive profession.—WAL

Increasing the Efficiency of Consumer Buymanship

by MARGARET G. REID
University of Chicago

PRESIDENT Kennedy, in a March 1962 message to Congress, revitalized interest in programs bearing on consumer interests and needs. Advancing technology, skill, and enterprise of workers have greatly increased productivity and have brought the Nation unprecedented prosperity. Those with broad knowledge about consumers will agree with President Kennedy that we still cannot afford to be wasteful, that all the goals of consumers have not yet been attained, and that waste can be reduced by increasing the efficiency of consumer buymanship.

Many lines of action were reviewed by President Kennedy. Some deal with unfinished goals of earlier programs and some with hazards and discomforts created by our new way of life, exemplified by deaths on highways and congestion and smog in cities. Failure of established programs to keep pace with changes accompanying new technology is spelled out. Rights of consumers are enumerated:

1. the right to safety;
2. the right to be informed;
3. the right to choose; and
4. the right to be heard.

In illustration of these rights several conditions were noted. The frequent appearance of new products calls for dissemination of information concerning their use. Some of the products are unnecessarily hazardous and the advisability of their sale is doubtful. Impersonal selling has increased so that more than ever before, consumers must rely on labels for information needed in making a final choice. Mass communication has been used more by sellers to persuade, than by educators to foster rational choice. Consumer credit has

greatly increased and has pitfalls arising out of the consumer's ignorance of its true cost. Legislation and administrative rulings bearing on consumer buymanship have grown in importance, but consumer needs have been used too little in formulating these.

The broad program envisaged by President Kennedy calls for increasing the regulatory powers of agencies such as the Food and Drug Administration and the Federal Trade Commission, and for expanding various service programs, including those for consumer research and information. The Council of Economic Advisers was called upon to create a Consumers Advisory Council, "to examine and provide advice to the government on issues of broad economic policy, on government programs protecting consumer needs, and on needed improvements in the flow of consumer research material to the public . . ."

In August such a committee was established. Its chairman, Helen Canoyer, is Dean of the School of Home Economics of the Cornell University. In outlining its functions, Dr. Canoyer stated: "I have believed for many years that . . . the citizens of this country . . . have suffered because of lack of a vigorous effective consumer education program . . . I mean not just feeding out information on how to take care of clothes, what to look for when buying a shirt, how to read labels, but to teach . . . the consumer what relationship the economy has to his or her individual needs and what effect his or her actions in the marketplace have on the health of the economy . . ."

Educators recognize that little of importance occurs that does not directly or indirectly affect consumers.

They also know that consumers affect marketing services provided and final costs of goods to consumers. They are aware that some advice of sellers is designed to influence sales rather than to promote rational choice, and that a great deal of effort goes into the study of consumer motives in order to discover which appeals will induce the greatest volume of purchases. They are also aware that the flow of consumer purchasing power effects employment levels, and is related to cyclical change. Thus many topics must have a place in a program of consumer education.

Education in basic choice-making is of great importance, especially as it bears on scientific discoveries. For example, many consumers are now anxious to have expert and unbiased information on the relation of cigarette smoking to lung cancer and the relation of the type of fat in the diet to heart disorders. The merits of new textiles, equipment, and foods are of widespread interest. Help is sought in selecting among the qualities offered, knowing the best in view of purpose, price, durability, ease of maintenance; and in choosing among stores in terms of price and service; knowing the merits of trading stamps, discount houses, and who is responsible under various guarantees for products that prove to be defective.

Dr. Margaret G. Reid has been on the faculty of the Department of Economics at the University of Chicago since 1947. In addition to research and teaching at the University she has been active in government in Washington, D.C., having served on the staff of the Bureau of the Budget and as head of the family economics division in what was then the Bureau of Human Nutrition and Home Economics, USDA. She is the author of Economics of Household Production, Consumers and the Market, Food for People, and many articles in technical journals. A native of Canada, she has the B.S. degree from the University of Manitoba, and the Ph.D. from the University of Chicago.

For such an educational program sellers have something to offer through advertising, booklets, and other materials. Some of these are helpful: some are misleading. Consumers seek disinterested advice that deals with the merits of substitute products, stores, and merchandising techniques. They need help in evaluating the use of their time and money. Achieving expertness in choice and buymanship is time-consuming; and being fully informed with respect to all products is seldom a sound goal. However, many consumers could get more for dollars expended with little time cost. Better information and some help from disinterested persons in evaluating alternatives would contribute to increased efficiency.

A smaller group of consumers will want to know about the rules regulating the market and the interplay between consumers and the economy in general. Such education deals with complex matters, many of them controversial. Some of the questions may be: What changes in rules governing selling would decrease the difficulty of buymanship? What are the limits of these? What responsibility rests with consumers? Why does so much of the consumer dollar go to the distribution of products? To what extent do the practices of some consumers, in the use of free services for example, lead to unnecessary costs? Why is the cost of administering automobile insurance so high compared to that of hospital insurance, and why has the cost of both types of insurance been rising so much? What might be done to increase the frequency of high-quality programs on television? Could competitive forces, so important in insuring efficiency and increased productivity in our economy, be made more effective?

This group of consumers seeking knowledge beyond their own immediate interests will follow closely the work of the Consumers Advisory Council. From them should come persons with experience and broad knowledge of the problems of consumers in general and of their interplay within the whole economy. These persons can effectively serve as consumer representatives in the formulation of sound legislation. ■

Know Your Fabric Personalities

by MADELINE C. BLUM and JEAN MC LEAN
Extension Specialists in Textiles and Clothing
New York

Zefran

Kodel

Fortrel

Acrilan

Helanca

Sounds like a new language doesn't it? No wonder the public is confused! What kind of extension program would be most effective in acquainting the consumer with this new world of textiles? This was the problem the New York textiles and clothing specialists decided to explore, in order to broaden the scope of extension teaching and meet consumer needs.

Until this time, most textile information had been presented as part of the clothing construction or consumer buying program. But this did not seem sufficient emphasis for an area which was bursting at the seams with new products and new problems. On the other hand, there was apprehension about successfully teaching lay leaders to report, accurately and effectively, textile information to unit members in the home demonstration program.

To have county extension home economists in agreement with a county program centered entirely on textiles, and to show them what a stimulating teaching field this could be, an inservice educational program, *Know Your Fabric Personalities*, was presented to county home economists.

As plans for this program developed, some problems became apparent: What type of teaching devices would be meaningful and effective to an audience which might vary in size from 15 to 300 persons? How could illustrative material be prepared for leaders to use in county teaching?

Textiles and clothing specialists explored and tested many ideas be-

fore they developed the final organization of subject-matter and illustrative material.

The consumer buying approach was used to introduce *Know Your Fabric Personalities*. Colorful fabric swatches showed visible fabric personalities such as color, texture, design, drape, and hand. Well-labeled garments were used to indicate performance characteristics such as wrinkle resistance, maintenance, colorfastness, durability, and comfort. The discussion of the label focused attention on the Textile Fiber Products Identification Act. Because this is relatively complex legislation to explain, considerable thought was given to design a gimmick which would be both effective and fun to use.

With assistance from the Visual Aids Department, a fabric poster house was designed to represent the fiber family; cutout dolls of cardboard, dressed with removable hats were individual family members or fiber trade names. By simply changing a name card on the house and the hats on the dolls, each fiber family could be visualized. In this way, the predominant fibers used in wearing apparel were illustrated.

The Wool Products Identification Act, the Flammable Fabrics Act, and the Fur Labeling Act were explained to give the complete picture of the mandatory laws. Large posters were used to show voluntary labeling, AS-L22, and Sure-Care Symbols.

To develop an understanding of fabrics and their behavior, it was considered important to define a fiber. Yarns from small swatches of burlap and satin acetate were dissected to illustrate the dimensions of a fiber and its forms—filament and staple. Slides were shown to illustrate further fiber sources and properties. To continue the sequence from fiber to yarn, loose cotton fibers in

the form of cotton batting were drawn out and twisted with the fingers to produce a yarn. Short lengths of rug yarn were twisted and untwisted to establish the difference between S and Z twist, simple, ply, and cord yarns. Fabric construction was taught by using posters to illustrate weaving and knitting processes.

Garments made from texturized yarns were displayed, and the heat-

yarn to hold its shape in a combination fabric was shown by pleating and wetting a combination fabric swatch.

The physical and chemical characteristics of natural and manmade fibers were explained with posters showing longitudinal and cross-sectional microscopic views of the fibers. These characteristics were then related to expected fabric performance. Prop-

stitute of Technology. Over 20 fabric swatches (18" x 9") were cut from fabrics purchased either in local retail stores or directly from textile mills. Other supplies such as cotton and Dacron slivers, textured yarns, and brochures were ordered from textile companies.

The county home economist was responsible for scheduling this kit of teaching materials for the leader's use. In counties with a large number of leaders, one kit was not sufficient. This problem was overcome by borrowing kits from adjacent counties.

Subject-matter information was made available to county home economists and local leaders in a bulletin, *Shopper's Handbook—Labeling, Fabric Facts, Clothing Care*.

To give leaders confidence and direction for teaching, a detailed guide sheet was prepared to assist in the organization of subject matter and use of the illustrative material.

Since the inservice presentation of *Know Your Fabric Personalities* was given, county home economists have enthusiastically promoted textile information in their counties:

- by setting up a 2-year leader training program.
- by direct teaching in units.
- by reaching new audiences—such as secondary school teachers, study clubs, retailers, and drycleaners.
- by preparing radio, press, and newsletter releases.
- by presenting television programs.

By the end of the program year 1963-64, every county in the State will have completed the *Know Your Fabric Personalities* textile program. Many enthusiastic reports indicate that this program is challenging, interesting, and meets a real need. A sequel, *Fabric Finishes*, is in the planning stage. Because of the success of the extension textile program and the speed of technological developments in the industry, a continuing demand for new textile information in county programs is expected each year. ■

setting process which provides this new dimension in fabrics was demonstrated with colored pipestem cleaners. When the pipestem cleaners were bent into crimped, waved, looped, and corkscrewed shapes, they illustrated how thermoplastic fibers are shaped to create different fabric properties.

Moisture absorbency of filament yarns versus texturized yarns, was demonstrated by immersing equal weights of the two into equal volumes of colored water. When the samples were removed, the amount of water absorbed by both skeins of yarn was easily visible.

The marriage between natural and manmade fibers was explained by defining the new fabric terms—blends and combinations. The making of a blended fabric was demonstrated by combining slivers of 100 percent cotton and 100 percent Dacron polyester to form a 65 percent Dacron polyester, 35 percent cotton, blended sliver. The ability of a thermoplastic

erties of thermoplastic fibers were exemplified with cartoon posters and a demonstration of heat sensitivity and wicking characteristics with a multi-fiber test fabric.

A slide set on comfort factors in clothing showed how to select fabrics and garments that are comfortable in all seasons. Another slide set, showing performance of fabrics in wear and care, pointed out common fabric problems and areas of consumer responsibility.

Preparation of Teaching Materials

A complete set of visuals was prepared for each of the 57 counties in the State. Poster sets were duplicated by the silk-screen process. Colored slides (70 in all) were collected from a variety of sources: some were prepared by the specialists and photographed in the Visual Aids Department; others were obtained through permission from textile companies; while others were provided by Dr. Jules La Barthe, Carnegie In-

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A fabric poster house represented the fiber family; cutout dolls, in removable hats indicated the individual family members or were fiber trade names.



Delaware's Consumer Forums

by ALICE M. KING
State Home Economics Extension Leader
Delaware

Immediately following the meeting, members of the audience crowd around the speakers for more information.

HOW is the consumer influenced by advertising? What protection does he have from false and misleading advertising?

Interest in these questions brought 450 leaders of civic and service organizations to Delaware's second venture into the broad field of consumer information.

Consumer Forum, held for the third time this April, was originally planned to reach Wilmington's urban population—a new audience to Extension—when initiated in 1961. Two delegates from each civic and service organization were invited to this first forum.

The program emphasized the importance of the consumer and his influence in the manufacture and sale of products. An evaluation of this first forum pointed out an interest in the impact of advertising on family members. So, by popular demand, two forums were organized for the second year (1962) to fulfill the request of leaders of organizations throughout the State. In addition to the Wilmington Consumer Forum, a second forum was held at Georgetown in southern Delaware.

Objectives of the second year's

forums were sought for consumers to recognize:

- the impact of advertising on their buying habits;
- their responsibility to be well informed in order to interpret advertising intelligently; and,
- what is being done for protection against false and misleading advertising.

Speaking on, "How to Make Yourself Felt in the Market Place," Mrs. Jean Rindlaub, vice-president of Batten, Barton, Durstine, and Osborn, Inc., said consumers have a responsibility to let the manufacturer know that they like a product just as they should let him know if they dislike it. The best way to indicate satisfaction is to buy the product, and keep buying it. She urged a positive, inquisitive approach to shopping with each successive purchase representing a vote of confidence in the product and its manufacturer.

Mrs. Rindlaub said that advertising builds a bridge of communication between the people who make things and the people who use them. By building these bridges well, "the advertising business helps to speed the distribution of products and services,

helps manufacturers to sell goods at lower prices because they can make and sell more of them, and thereby advertising plays a vital part in keeping men and women at work and helping to keep the American economy strong."

This is why advertising people think they have made a contribution to family life—by "making life easier for mothers, putting better meals on American tables, helping to grow a healthy generation of children, making life in America more agreeable, more healthful, more richly varied, and in many ways more satisfying than in many other places in today's world."

The second speaker, Norman E. Gottlieb, vice-president and counsel with the National Better Business Bureau, Inc., discussed the regulations of advertising. He described the role of government and voluntary agencies in protecting consumers against fraudulent or misleading advertising. He said that national advertisers have a moral responsibility to exercise self-discipline, foregoing performance claims until they are

(See Forums, page 95)

Credit Information for Consumers

by MILDRED NOVOTNY
Extension Home Management Specialist
California

CONSUMER ability to make wise decisions on use of credit is the objective of the consumer education program on credit in the California Agricultural Extension Service.

Credit is so closely interwoven with the total area of financial management that it cannot be treated effectively as an isolated topic. To use credit on a sound basis, families need a financial plan which sets limits on spending to fit within the income. They also need a bedrock of security including insurance, a cash reserve, some tangible collateral, steady income, and a good credit standing. These are the basics for prudent borrowing or buying on time: they are not easy to achieve or to maintain. Without them, however, it is easy to fall into financial difficulties through impulsive decisions and over-extension of credit.

Short courses are an important part of the consumer education program in all subject-matter areas in the home extension program. They are an excellent method of showing the relationship of phases on any

subject. The family finance short course, *Money and Your Living*, includes a meeting on consumer credit.

The short courses are given by the county home advisers. Local specialists in the areas of business or finance might be asked to participate in certain meetings. For example, a representative from a lending institution, the Better Business Bureau, or a credit bureau may be invited to the meeting on credit. His part is always carefully planned to fit into the objective of the program.

The home adviser for one county may give a short course in several adjacent counties. These courses are held in the daytime and evening, and are attended by both men and women. In each locality the subject matter is adapted to the needs and interests of the residents.

Subject matter, suggested teaching guides, leaflets, and work sheets are prepared by the home management specialist, who also trains the home advisers—individually or in groups. Visual aids—including posters, flannel boards, and slides—made in the

art department are available for county use.

Illustrated talks on credit are frequently given by home advisers to various community groups, such as the P.T.A., service clubs, church and welfare groups, high school and college classes, and 4-H Clubs. Special effort is made to reach young married couples. An educational program on credit for low-income families frequently begins with the discussion of a contract for an installment purchase or a loan.

Radio programs, home advisers newsletters, and newspaper articles are regularly used to extend pertinent information on credit. They also announce the availability of the leaflet, *Use Credit Wisely*, to those who are unable to attend meetings.

Comments from homemakers such as, "You mean I don't have to use the installment plan offered by the store when I purchase a washer?" and "I thought all interest rates were the same," are an indication of the great need for consumer education on credit. The purchase of a \$225 automatic washer is used as an example of shopping for credit from four basic sources. Discussion includes figuring cost of credit, variation in rates, regulations on rates, and consumer responsibilities and rights. The use of charge accounts, revolving accounts, and credit cards is also considered.

Most families buy automobiles and are very interested in knowing sound ways to finance them. Through careful shopping and by having a good credit standing, most purchasers can get better terms than the 21.5 percent maximum rate allowed. Some families are interested in learning the terms of auto leasing. It comes as a surprise to many people that large amounts of mortgage interest can be avoided by making pre-payments. Before doing this, however, families need to consider alternative uses of

(See *Credit*, page 95)

FINANCING A \$300 REFRIGERATOR

Method:

Time: You Pay:

1. Cash	—————	—————	—————	300
2. Installment	—————	24 mo.	—————	360
3. Installment	—————	12 mo.	—————	330
4. Pay down *100	—————	—————	—————	
Pay off *200	—————	12 mo.	—————	320
Borrow *200 from Credit Union	—————	12 mo.	—————	313
5. Cash-10% discount	—————	—————	—————	270
*90 gain over no.2	—————	—————	—————	



Iowa's Textiles

And

Clothing Program

Takes On

A New Look

THE question was challenging: "If you could do what you would like to do in extension education in textiles and clothing in Iowa, what would you do?"

Our answer was: "We'd like to give greater breadth and depth to our program. We'd like to give Iowa families more understanding of clothing as it relates to human behavior. We would also like to give them greater understanding of *why* they spend *the amount* they spend on clothing, what the retail market is like, and behind it—the industry that clothes the American family."

We knew there was a proper place for clothing construction in our teaching program and we knew we would continue to do much in the teaching of buymanship. But we felt that this was not enough—more people now buy clothes than make them. What they buy is not premised on money alone or knowledge about quality, but on sociological and psychological reasons that are often little understood. In fact, family relationships often teeter precariously

Extension Clothing Specialist
by OPAL ROBERSON
Iowa

on the problem of money and clothes for teenagers. Many persons do not know the environment within which they now shop for clothes. Nor do they know how their dollars affect the clothing store and the textiles and clothing industry.

These were our subject-matter reasons for wanting to try out a new idea. But we also wished to reach more people, involve new audiences, and gain new relationships with the retail merchants who sell clothes and fabric to Iowa families. We wanted to give a new horizon to textiles and clothing education beyond the stereotype of sewing. In fact, we wanted to put more economics into *home economics*.

Clothing-In-Depth Studies

This was the background idea behind what we now call our *Clothing-*

in-Depth study program. The method is based on self-discussion by small groups. Study kit materials of subject matter and questions carry the main teaching load. But counties launching this program also plan to give additional background to persons who will take the leadership in these informal groups. County Extension staffs, now trained, will give this background to the volunteer leaders. Local resource persons—clothing merchants, sociologists, psychologists, school authorities, clergymen, and others—will be asked to participate because of their backgrounds.

Self-discussion study groups are not new to Iowa. The *Iowa Futures* public affairs discussion sessions proved workable and many individuals involved themselves voluntarily. We decided to try the same method in a technical area. The outcome: two self-discussion study programs—

Clothes and Status, and *Clothes and Dollars*. The first deals with the sociological and psychological aspects of human behavior as related to clothing. The second deals with the economics of family clothing.

Most people are interested in talking about clothes. But two factors in this new approach took a lot of thinking and teamwork. A planning committee coordinated all efforts from planning through training.

One main factor was that total planning must be developed to make this new approach workable within county programming—for each county would have to determine how it wished to go about this. Thus, an "Operational Handbook" was prepared by extension supervisors and our extension training specialist.

The other factor was that the study materials would have to carry the brunt of the teaching. They would have to make more than usual impact, have high appeal, and present enough but not too much information. Also, they would have to prompt discussion. Many disciplines pooled efforts: textiles and clothing, sociology, psychology, anthropology,

human development and family life, economics, and the editorial staff.

Planned Learning Experiences

Each study series is built around four discussion leaflets, planned for a logical sequence of study around the main subject. For example, the *Clothes and Status* series bears these titles:

Introduction: Self-Adornment—An Ageless Urge

Discussion 1: Our Ego-Urge and Clothes

Discussion 2: Clothes and Our Social Behavior

Discussion 3: Clothes and Our Roles in Life

Discussion 4: Clothes and Family Attitudes and Values

Selected counties were involved in our first training program. Workers from 23 counties participated in the 2-day session. One day was devoted to each subject-matter area.

Training objectives included: Giving more subject-matter background behind each topic, presenting research to back up this information, and discussion of county operational methods to implement the program.

Resource persons included Alice Linn, textiles and clothing specialist, of the Federal Extension Service; representatives of the clothing merchandising industry; local clothiers; and members of the Iowa State University extension and resident teaching staffs in economics, family life and human development, and textiles and clothing. The operational phase of the training was conducted by the extension supervisory staff, extension training specialist, and extension program assistant.

This is a different approach to teaching. Extension supervisors and clothing specialists will work closely with these counties as they move ahead on this program this year. A plan for evaluation has been built into the process. We want to know if other areas of subject matter might be taught this way.

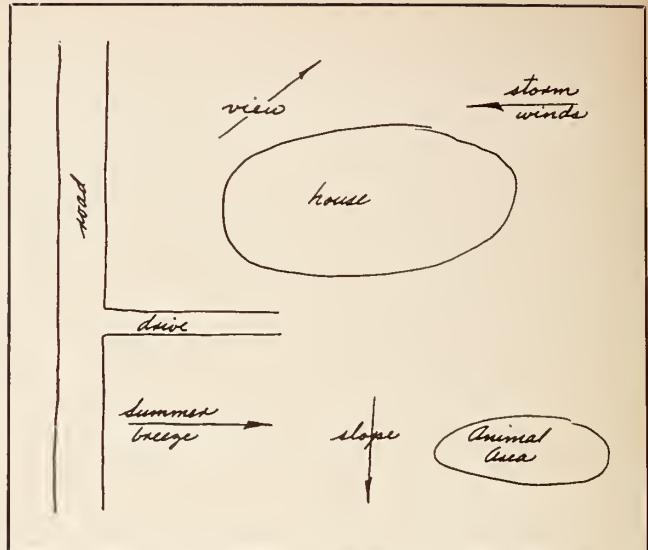
Of this one fact we are now quite sure: Having involved some of our clothing merchants as we worked out this new approach, we have cemented our relationships with them and will have their wholehearted support and participation. ■

Workers from 23 counties participated in the two-day training for the "Clothing in Depth" study program.



TEACHING HOME PLANNING

by ARLEAN PATTISON
Extension Home
Management Specialist
Washington



The first step is a careful analysis of the site and deciding where each building could best be located.

A FAMILY usually spends at least a fourth of its income and perhaps two-thirds of its time at home. Education in buying, building, remodeling, and maintaining a house is a worthwhile Extension concern. To meet the needs of Washington families, specialists in rural architecture and home management have teamed with agents to help families acquire the best housing their resources permit.

Believing that the problem-solving approach is the preferred method of working with people, specialists and agents have concentrated on teaching a method of house planning by which a family arrives at a plan that fits its individual needs as well as the building site.

Credit for developing this teaching method belongs to Mr. H. E. Wickers, a recently retired specialist in rural architecture. He is affectionately known as "Goose-egg Wickers" by thousands of agents and consumers who have benefited from his teachings. He acquired the name because he taught families to use rough "goose-egg" shaped drawings to locate the rooms without becoming

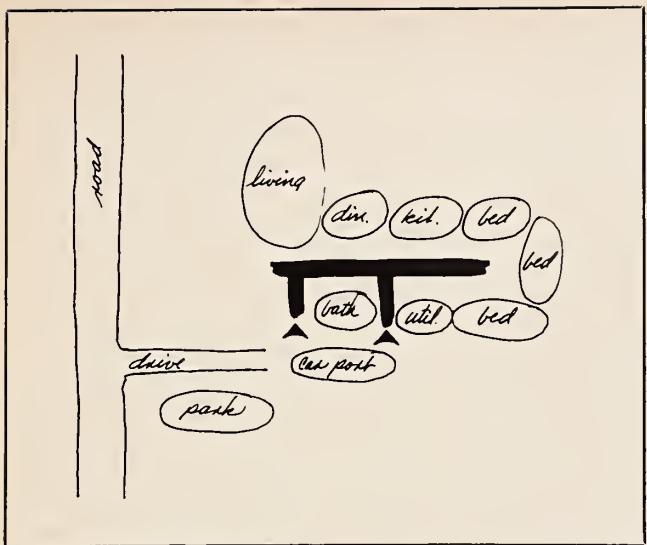
involved with details at early planning stages.

Techniques practiced to focus attention and provide information and guidance for families have been workshops, exhibits, and agent education.

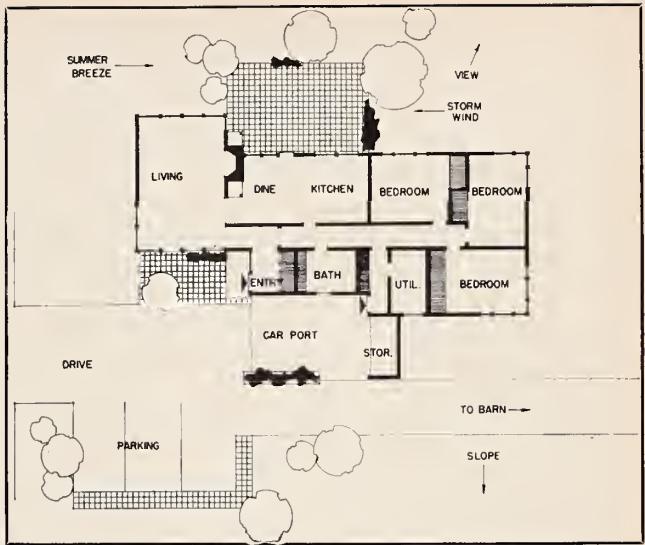
Housing Workshops

The program has generally been centered around a series of county workshops. Each workshop usually involves 2-4 sessions. Husbands and wives are urged to attend together. They are given general information, theories, and techniques of planning, and time is provided for answering questions or for individual attention to specific problems.

The workshops are publicized through newspapers, radio, and TV. Thus, each workshop usually draws half its attendance from people formerly unacquainted with Extension. Specialists usually teach the first sessions, which also serve as a demonstration for the county workers. Some agents manage additional workshops themselves. Because emphasis is on the *method* for solving a housing problem, the help given applies equally well to farm, rural nonfarm, or



From a listing of family needs and preferences, the entrance, various rooms, halls, are "goose-egged" in.



The plan, after attention to space requirements and other details, follows the "goose-egg" arrangement.

single-dwelling city homes. The method helps families recognize their needs and shows how to put them in their proper perspective. They learn to judge the merits of a plan for buying a home, building, or remodeling.

Simple chalkboard drawings and slides show how room relationships and connecting hallways can be arranged to fit the family's needs in relation to the site. USDA and State literature is provided. Occasionally a visit to the home is necessary, especially for remodeling projects. Individual help follows group talks.

Agent Follow-Up

Much of the workshop effectiveness would be lost if it were not for good agent follow-up. Since families are encouraged to come to workshops well in advance of their actual construction date, the agent-family contact may be spread over several years. Some families may return to the county office for information and help, or even return to a second workshop series. Others find help from a local architect, draftsman, contractor, or building supplier sufficient. A gratifying part of the method-

teaching workshop and agent follow-up is that families enjoy solving their own home planning problems.

To advertise these workshops, a home planning exhibit was built. It was designed to direct attention to a method for planning and to Extension as a source of help. Approximately 15,000 persons visited the exhibit at one home show and two county fairs in 1961.

The exhibit extolled a method for *Planning a Home in the Country*. A new bulletin by the same name was distributed with other literature on kitchen and workroom planning, lighting, storage, septic tanks, etc. An important byproduct of the exhibit was the training given several community leaders who volunteered to host the exhibit.

A Good County Program

An outstanding example of the use of this method is in Kitsap County. Marcelene Darling, home agent, with the cooperation of other agents has developed a strong, continuing housing program through workshops, individual conferences, and homemakers leader-training.

A 1960 survey showed that of 54 families attending Kitsap County housing workshops, 40 had completed their plans. Twenty-one new homes were built, 19 had finished extensive remodeling and rebuilding, and 6 were still hoping to build. Contact with 8 families had been lost.

Mrs. Darling supports the group and individual house-planning sessions with related subject lessons in her homemaker club programs. Some of the subjects are: good home lighting, adequate wiring, household appliances, color and line in the home, wood finishing, storage, floor coverings, and drapery making.

Additional interest was created with the home-planning exhibit at the 1961 County Fair and Mrs. Darling reported: "*Planning a Home in the Country* was a very successful venture for Kitsap County. Seventy-five families signed up for Extension help and 55 attended the first follow-up housing workshop. One of the real values of the exhibit was the special training for the 60 adult and junior leaders who took part as hostesses. I think they truly feel a part of Washington State University." ■

Working With Labor Unions On Consumer Education

by JEANNETTE LYNCH
Extension Consumer Marketing Specialist
Colorado

"I TAKE this opportunity to thank you, individually, and the Colorado Cooperative Extension Service for the invaluable assistance given *Steel News* during the current year." These are the words of Manuell Diaz, last year's editor of *Steel News*, the monthly publication of the United Steelworkers of America, Local Unions 2102 and 3267 in Pueblo, Colorado.

Mr. Diaz was referring to a food marketing column I write for the *Steel News* each month.

For 4 years *Steel News* has carried the column *At the Markets* to about 3,500 workers at the Colorado Fuel and Iron Corporation steel mill.

Working with labor unions is no different from working with any other groups. I first contacted the Steelworkers Union when I was setting up a pilot food marketing program in Pueblo. This southern Colorado city relies on The CF&I steel operations for a large share of its income.

I found that key people in labor unions are like key people elsewhere. We need to get acquainted, understand each other's goals, and learn more about some of the problems in attaining mutual goals. Then with our own educational objectives in mind, it's a matter of working out ways to solve these problems and fill needs which both labor unions and Extension workers recognize.

One of the first steps in getting acquainted is to take part in organized community councils or planning groups. Most communities have such groups—they may be informal or formal. The groups probably already include some of the local representatives from labor unions.

Based on Colorado's experience, it is important to understand how unions are organized, and in the early

stages, it is best to find out who makes what decisions in union matters. Such concepts can be acquired by talking to community leaders.

In Pueblo there was an international representative from the Steelworkers Union. He was also regional director and was the first person contacted. At his suggestion I made an appointment with the full-time local union representative.

The full-time representative referred me to other appropriate union officers. These officers were union members who had been appointed by the local union president to head up activities such as the *Steel News*, administration of the welfare fund, community service, or education committee. The wife or the mother of a paid union member headed the woman's auxiliary.

In other cities the top officers may be regional or sub-district directors. Some States have Labor Councils, which are organizations made up of all the different AFL-CIO unions in the State. Councils have a full-time executive secretary, or person with similar responsibilities. Local woman's auxiliaries may be organized.

When I first decided to pinpoint an effort to reach the steelworker families in Pueblo, I talked to the editor of the *Blast*, management's publication. At the same time I contacted the editor of the union's publication. A column on food buying was offered to each.

That was in 1959. Several months after *Steel News* started using the *At the Markets* column, the steel strike occurred. By August several thousand strikers families were indeed short on funds—and food. About a thousand were eligible to receive free cornmeal, powdered milk, split pinto beans, and flour from public welfare authorities.

Union officers sought guidance on food preparation for strikers families from the county Extension agents. The officers asked them to provide money-saving menu ideas and help in ways to use the surplus food commodities distributed by the county Welfare Department. It might be pointed out that unions have their own welfare funds and union members can fall back on the union welfare funds when their own resources are depleted.

Here are some of the methods used by myself and Mary Bitsianes, the Pueblo home agent, to supply the help requested.

- A food-buying tip was supplied for inclusion in the sheet which the union dittoed daily to inform 400 workers of negotiation developments.

- With the cooperation of the woman's page editor of Pueblo's daily newspaper, low-cost buying tips were beamed out several times weekly.

- Food-buying and menu ideas, and sometimes clothes-buying tips, were coordinated in newspapers and, radio and TV spots in the Pueblo area.

- 1,745 bulletins and leaflets on budget-stretching ideas were distributed. These were picked up from a display of U. S. Department of Agriculture and Colorado State University materials at Union Hall.

- Each week union members picked up about 50 *Wise Buys* sheets mimeographed for distribution at Union Hall. Sometimes tiny leaflets were offered that dealt with ideas for use of one economical food.

- At the City-County Health Department, where many of the welfare families came for medical services, exhibits showed such things as how to use dried eggs, or how to use cottage cheese.

- Mimeographed recipes for corn-

meal cookery and dried milk were translated to Spanish for the local Welfare Department to distribute at the surplus commodity depot.

• Home demonstration club members provided favorite low-cost recipes which were mimeographed and distributed.

• State home economics specialists maintained a supply of helpful information to the Pueblo Extension workers to help in these efforts.

Efforts were made to work with small groups of wives which the union's woman's auxiliary hoped to organize. Very few wives were interested, however, so the meetings were dropped.

Contact with the Pueblo steelworkers is not the complete picture of Extension efforts with labor unions in Colorado. As a result of a visit arranged by Herb Gundell, the Denver county agent, *Colorado Labor Advocate*, official AFL-CIO publication in Colorado, also carries a weekly food marketing story. In addition, it frequently passes on to its 8,500 subscribers other information sent

out in the weekly news packet from the Colorado State University Information Service.

Colorado's AFL-CIO unions do not yet have the consumer counselling program undertaken in some States by the community service activities committees. Thus Colorado Extension has taken no part in this program. The Labor Council has been assured that the Colorado Extension Service would like to be regarded as a resource organization, should the unions undertake the program.

Colorado's home economics specialists and agents are realizing that they can reach many more families through greater use of mass media for educational programs. They are finding that specific interest groups, which often include union members families, are motivated to seek help from Extension in this way.

Seldom are audiences grouped according to sources of income. But the Colorado Extension Service feels that working with labor unions is one more avenue to working with all families. ■

Book Review

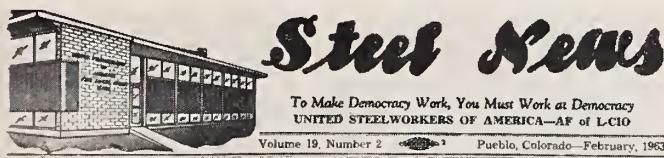
FARM BUSINESS MANAGEMENT
by E. D. Chastain, Jr., Joseph H. Yeager, and E. L. McGraw; Auburn Printing Co., Auburn, Ala.; 1962.

Designed primarily for "instruction at the high school level," this book bids fair to meet needs of a far wider audience. Many farmers and people allied with farmers will find it helpful. A review published in "The Southern Banker" indicates its usefulness to rural bankers.

Farm Business Management covers a lot of ground. For this reason it is a book to be studied and used as a reference—not hurriedly read and put away. It is well adapted for use as a "think piece" by a farmer or a farm family contemplating a major step or course of action. It deals with key principles and concepts involved in such vital matters as whether to farm or go into some other occupation, getting established in farming, buying a farm, and making adjustments to survive the rugged competition in commercial farming.

The book presents these principles and concepts in a clear-cut, forthright fashion using everyday words. It illustrates their application in real farm situations.

It can help us as Extension workers to give more effective educational help to farm people on some of their toughest problems. Sometimes the most helpful thing we can do is to give the farmer or farm family a better framework for working things out themselves. This book can form a useful part of that framework in many situations. Such situations are those in which we can sense or create an earnest felt need for a better basis for a business decision.—E. P. Callahan, FES.



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THE STEEL NEWS

February, 1963

Extension Service • Colorado State University



THE COLORADO DEPARTMENT OF PUBLIC HEALTH HELPS PROTECT COLORADO'S CHILDREN AND PEOPLE FROM PESTICIDES. The Milk, Food and Drug Section spot-checks fruits and vegetables, milk, and animal feed used in dairy herds. They check no meats. They look for traces of pesticides above the safe amount set by the Federal Food and Drug Administration.

HERE'S HOW THEY OPERATE. Five field men and one chemist do the checking. During the growing season, they have some extra help from local health departments. The field men send samples to the lab if they suspect misuse of chemicals which could result in excess residue.

THE HEALTH DEPARTMENT CHECKED AROUND 100 SAMPLES LAST SUMMER. About two per cent showed traces of pesticides in excess of safe limits.

THE BOTTLENECK IN CHECK-

SCOUTING ACTIVITIES OF TROOP NO. 16

By Scoutmaster Y. K. Valenzuela

Troop 16 attended a Court of Honor held for the Mesa District on the evening of January 21, at Keating Junior High School. The following awards were presented to members of Troop 16:

New Star Scouts: John Fawkes, Robert Flores, and Chris Campos. First Class Badges: Dan Montano, LeRoy Monter, Larry Smith, and Freddie Trujillo.

Merit Badges: James Valenzuela, 3; Richard Valenzuela, 3; Vince Urbina, 2; Edward Urbina, 1; Tom Urbina, 4; Leroy Montez, 4; Robert Flores, 1; Stephen Flores 1; Charles Potter, 5; Chris Campos, 1; John Fawkes, 1; Ernie Ruybalid, 4; Freddie Trujillo, 2.

Post No. 2016 presented the following awards: First Class Badges: Tom Montano and Tony Martinez.

Second Class Badge: Jack Potter.

Merit Badges: Vaughn Valenzuela, 2; Dan Urbina, 1; James Montez, 1; Ben Flores, 1; Tony Martinez, 6; Edward Monter, 6; Dennis Cristler, 2, and James Howard 1. Tom Monter also received an award for Three Year's Service and Three Years of Perfect Attendance.

Leadership Training for Troop 16 was held on January 25-27, and was a very big success. 1,722 Junior Leaders attended and completed the course, under the direction of David Ascherman, Post 2007 and Larry Tomasic Post 2252, who conducted the entire course. Both of these young men won Leader's Scholarships to the Post 2007 Leadership Training and were invited to a real treat to the Colorado Rockies.

Participants for Troop 16 at the training course were: Patrol Leaders: Vaughn Valenzuela and John Fawkes. Leadership training was given to: Robert Flores, Ben Basino, Chris Campos, Dennis Cristler, Tom Montano, Ernie Ruybalid, and Tony Martinez.

In charge of transporting these boys and attending the camp were Scoutmaster Y. K. Valenzuela and his Assistants Michael Flores and Alfred Fawkes.

THE HEALTH DEPARTMENT HAS THE AUTHORITY OF EMBARGO so that it can stop the shipment of products with excess traces of pesticides. The Federal Food and Drug people and the Colorado Department of Agriculture can call on the

Local Union 2102 To Elect Delegates

Local Union 2102 will elect thirteen delegates to represent it at the Colorado Labor Council's annual Mid-Winter Educational Conference being

Steel News, publication of Pueblo's Steelworker's Union, uses consumer information prepared by the Extension consumer marketing specialist.

by DOROTHY C. O'DONNELL
Extension Home Economist
New Hampshire



The exhibit featured well-proportioned and simply designed furnishings.

—Seen by 20,000

Touring Exhibit Features American Home Furnishings

THE impossible does take a little longer, even in New Hampshire. During the last three months of 1962, we tackled a touring exhibit, *Good Design in Home Furnishings*, and went on the road. The University of New Hampshire campus was the first 1-month stand, and the galleries of the Paul Creative Arts Center housed our 150 furniture items, 50 of them major pieces (sofas, chests, upholstered chairs, tables, and beds). Two days after the show closed in Durham we were in Manchester, our "big city." Fabrics, lights, rugs, and all the rest were set up in entirely different facilities—this time the airy and spacious community room of a bank. Dartmouth College campus was our final stop and the arch-win-

dowed lobby of the newly opened \$8 million Hopkins Center was our stage during December.

In the commercial world, setting up and taking down an exhibit of this scope, moving and displaying to meet the completely different facilities available in 3 areas of a State, suggests a ten-thousand-dollar budget for display props and installation, professional interior designers, moving costs, and attendants. In the Extension world it means the usual—a few-hundred-dollars, volunteer help, and willing co-workers.

Unquestioned is the educational value. The some 20,000 New Hampshire and nearby Maine, Massachusetts, and Vermont homemakers, businessmen and merchants, 4-H mem-

bers and leaders, college students, and families who streamed through knew they were exposed to a collection of furnishings, the likes of which had never before penetrated this stronghold of so-called "Early American."

Why did we dare to do the show? We put it this way: ". . . Today's miracle of mass-production is that, in addition to producing designs, the designer-craftsman and the manufacturer are, in this country producing GOOD designs—straightforward, uncluttered, useful, ingenious—in the best tradition of American craftsmanship." This statement appeared in a catalog which gave a complete description of each furnishing and listed each manufacturer's name and num-



Dramatic, contemporary design was shown in this section of the display.

ber, the approximate retail price, and available sources in New England.

Navigating the fast-moving river between a good idea and its successful execution takes either a carefully built barge, or sheer bravado in a light canoe. From June on, we were mighty busy paddling that canoe between what had to be done and somehow getting it done.

The show featured American-designed, mass-produced furnishings of good style. This meant finding American manufacturers interested in shipping items from the factory for the 3-month period, preferably at their expense, and taking them back if they weren't sold at the show's end. With Lawrence Peabody's knowledge of the field and who to contact, 93 companies were eagerly willing. Mr. Peabody is one of America's leading young designers and lives in New Hampshire.

With the idea rolling, this meant selling the Department of the Arts at UNH on the idea that Cooperative Extension was not dressed in Mother Hubbards, and somehow we sold Chris Cook, who directs the Paul Arts Galleries at the University, and the Department of the Arts co-sponsored the show with Cooperative Exten-

sion. Sifting and winnowing needed to be done from catalogs and photographs supplied by manufacturers. This required a jury, and we corralled four busy men who met many times between June and August.

The 27 companies we had selected were to *deliver* the exact pieces to our specifications before October first. Manufacturers from California to North Carolina to Wisconsin to Vermont and Massachusetts were involved. But the things came, daily and hourly between August 15 and September 30. This meant a patient reception committee. It also meant finding a storage space, safe and insured, for cartons, boxes, and crates.

As the show developed, it meant help in setting up. It meant publicity, and John Scotford from Dartmouth produced 100 hand-screened posters at the same time the Center was opening. It meant teas and receptions. Extension home economists, Ruth Ham, Winnifred McLaughlin, and Muriel Currier created time to handle the details with the councils as the show hit their counties.

The planning and execution of an exhibit like this cannot follow a set pattern. It depends on help, concern, and enthusiasm from whoever is on

hand wherever you turn. Once the idea starts, willing helpers turn up. In New Hampshire we attribute success to a certain Yankee ingredient, that in the vernacular would be, "Wa-al, once a thing gits started up here, we kinda like to see it go." With this attitude, the impossible is almost easy! ■

FORUMS

(from page 86)

proved. Agencies must demand proof of claims without fear of offending clients, and media must be willing to pass up advertising revenue rather than accept unsupported claims.

Lively discussion followed these two talks. Questions from the audience ranged all the way from what to do with unordered merchandise to how to establish a Better Business Bureau.

Sparked by interest in the consumer forum on advertising, two counties sponsored countywide meetings featuring speakers from the State Department of Weights and Measures who explained their inspection program.

Believing that a satisfied customer is usually an informed customer, the home economics extension staff has focused the forum programs on broad areas that influence buying habits. Theme for the 1963 program is "The Consumer and the American Economy."

Sponsored by the home economics staff of the Extension Service, the Sears-Roebuck Foundation provided financial support for the forum programs and the accompanying meals. ■

CREDIT

(from page 87)

this money. Families in all localities are urged to be wary of unusual offers and fabulous claims of bargains. These are usually very costly and have high interest rates. The product may be inferior or useless.

Knowledge of credit plans will assist consumers in making decisions on the best use of their money. ■

FES Administrator E. T. York, Jr., has been named Provost for Agriculture at the University of Florida, Gainesville. As Provost, Dr. York will be the chief administrative officer for all agricultural units at the University. Included in his administration will be the College of Agriculture, the School of Forestry, the Agricultural Experiment Stations, and the Agricultural Extension Service.

President J. W. Reitz of the University of Florida, in announcing the appointment, said: "We are indeed pleased that Dr. York, who is recognized as one of the nation's leading agricultural educators, has accepted our invitation to become Provost for Agriculture. His breadth of training and experience in education and research are complemented by a high degree of demonstrated ability as an administrator. This combination of qualities admirably equips him for carrying forward the responsibilities of this important office."

I WELCOME this opportunity for a parting word before leaving FES to assume new responsibilities at the University of Florida.

My 4 years in Extension work—in Alabama and the Federal office—have been tremendously rewarding in terms of personal experiences and satisfactions. Foremost among these has been the privilege to be associated with dedicated Extension workers throughout the nation—representing the largest out-of-school youth and adult educational program in the world.

Like many others, I have been greatly impressed by the unusually high *esprit de corps* among Extension workers and by your tremendous dedication to your profession. This undoubtedly grows out of the fact that the work of Cooperative Extension revolves around service to others. Extension programs are directed primarily towards helping others—individuals, families, businesses, and communities—deal more effectively with troublesome technological, social, and economic problems which limit fulfillment of their desired goals. The basic tool in providing this assistance is knowledge.

The problems of people everywhere become increasingly more complex. Significantly, however, as problems have increased in scope and complexity, the knowledge which can be applied to their solution has expanded at an unprecedented rate.

There is growing recognition, both in this country and abroad, of the contributions which can be made by the unique and distinctive type of informal, problem-solving, and development-oriented education which has characterized the work of the Cooperative Extension Service



E. T. York, Jr.

during the past half-century. Nations around the world are striving to develop programs of extension education patterned after this country's. Extensive efforts are also being made to develop or expand Extension educational programs in the United States to serve more of the total society.

The opportunity and need to use knowledge to help people is, and will continue to be, limitless. This in itself suggests that the next few years can be one of the most exciting, challenging, and productive periods in the history of the Cooperative Extension Service.

In the years ahead, you will have a golden opportunity to contribute to the further development and expansion of effective Extension programs in the United States and around the world—programs with the basic objective of helping people use knowledge to enable them to earn and enjoy a more abundant life. Could there be a more challenging or rewarding experience—or a more noble profession?—E. T. York, Jr.